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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 30 titles deal with a variety of topics, including the following: (1) conditional constructions in modern English; (2) phonological and phonetic effects of nasalization on vowel height; (3) neural coding of pitch; (4) the semantics of definite and indefinite descriptions, (7) restrictive modification: (8) children's narrative styles and differential access to literacy; (9) language variation in graduate students; (10) semiotics, speech acts, and phenomenology; (11) textbuilding conventions and personal style in oral courtship narrative; (12) talk in classrooms; (13) perceptual effects of phonetic mismatches; and (14) discourse markers. (FL)

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# Language Use, Language Ability, and Language Development:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1983 (Vol. 43 Nos. 7 through 12).

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This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

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## A STUDY OF CONDITIONAL CONSTRUCTIONS IN MODERN ENGLISH: STRUCTURE AND FUNCTION

Order No. DA8300827

AL-SHORAFAT, MOHAMMED ODEH MAR'I, PH.D. *Indiana University*, 1982. 261pp.

This study deals with English conditional constructions of the following type: (1a) If John comes, (then) we'll play poker. (1b) If George was/were here Barbara would be happy. (1c) If I had known the answer, I would have told you.

In order to account for these structures adequately, it is important to survey in detail previous attempts to analyze them. In particular, I examine three previous proposals for analyzing conditional structures: (a) the truth functional proposal within the philosophical (or logical) literature, (b) the adverbial proposal which treats if-clauses as adverbial subordinate clauses and (c) the nominal proposal under which if-clauses are regarded as nominal complements.

In chapter one of this thesis I show that a truth-functional analysis of conditional structures is inadequate. In chapter two I demonstrate that an if-clause is neither an adverbial subordinate clause nor a nominal complement. In general, it is shown that previous analyses fail to capture either the function or the range of conditional phenomena in English. It is concluded that a purely syntactic or semantic analysis of conditionals is inappropriate.

My own proposal is that an if-clause be characterized as a "topic," a functional entity which sets up a frame of reference within which the main predication of the sentence (the "comment") is to be understood. In order to do this, I examine if-clauses against a number of topic properties established in the linguistics literature. I also adopt and develop a quasi-Chafian characterization of the notion of topic and apply it to if-clauses. More, I run if-clauses through a number of tests designated for topics. As a result I establish the "topichood" of an if-clause.

By characterizing an if-clause as a topic while the rest of the conditional structure as a comment, I present a superior, more unified account of conditional constructions. My proposal of treating conditional structures as topic-comment structures provides a principled account of "tense" phenomena in conditionals as shown in chapter four of this dissertation.

Finally, although my characterization of conditional constructions as topic-comment structures enhances the explanatory power of grammar, it is not clear to me how to incorporate such functional notions into the existing framework of generative grammar.

## TRUTH CONDITIONS AND SEMANTIC KNOWLEDGE: TOWARD A THEORY OF LINGUISTIC UNDERSTANDING

Order No. DA8310481

ASHER, NICHOLAS MICHAEL, PH.D. *Yale University*, 1982. 360pp.

The dissertation examines several proposals for necessary and sufficient conditions for understanding sentences of a natural language within the context of a truth conditional theory of meaning. Any such proposal has two parts: first, an account of meaning, second, an account of an interpreter's attitudes toward meanings and meaningful expressions of a language. Efforts to provide an account of linguistic understanding by Frege, Davidson, Dummett and others have largely assumed a certain account of semantic knowledge that leads to difficulties when joined with a truth conditional theory of meaning. It is argued that, rather than abandon an account of meaning in terms of truth conditions, a new account of semantic knowledge is required. A new account is sketched in the final chapter.

The first chapter describes the "received view" of knowledge of meaning. When this view of knowledge is joined to a simple truth conditional theory of meaning, two puzzles about informativeness result: the problem of informative identity statements and the paradox of analysis. It is argued that an adequate analysis of linguistic understanding should provide solutions to these puzzles.

The second chapter reviews Frege's analysis of linguistic understanding. It is argued that Frege's analysis faces difficulties because of well-known defects in the Fregean theory of meaning and because it fails to provide a fully satisfactory solution to the paradox of analysis. Explicit knowledge of an adequate truth conditional theory of meaning, it is argued in chapter three, might suffice for linguistic understanding, although Davidson's account should be rejected, because it is based on an inadequate truth conditional theory of meaning. In the fourth chapter, Dummett's analysis of necessary conditions for linguistic understanding is examined. Dummett provides reasons for rejecting the received view of knowledge of meaning but Dummett's positive proposals themselves fail to provide an analysis of linguistic understanding.

A reinterpretation of an interpreter's attitudes towards truth conditions and meaningful expressions of a natural language is given in chapter five. The reinterpretation is compatible with the criticisms made by Kripke and others of the Fregean theory of meaning, and it tentatively proposes a solution to both puzzles about informativeness.

## PHONOLOGICAL AND PHONETIC EFFECTS OF NASALIZATION ON VOWEL HEIGHT

Order No. DA8308024

BEDDOR, PATRICE SPEETER, PH.D. *University of Minnesota*, 1982. 288pp.

This research investigated the relationship between phonological universals and phonetic constraints within the domain of the effects of nasalization on vowel height. The study consists of two parts, phonological investigation of universal patterns of nasal vowel height shifts and experimental investigation of the acoustic characteristics of nasal vowels believed to be relevant to perceived vowel height.

The purpose of the phonological study was to determine whether the raising and lowering effects of nasalization on vowel height could be distinguished by any principled means. Chapter 1 surveys four previously proposed hypotheses of phonological height effects of nasalization (the lowering, raising, context-dependent, and centralization theories). In light of the conflicting claims made by these proposals, a cross-language investigation of synchronic phonological processes of nasal vowel raising and lowering was undertaken. Chapter 2 specifies the sources of data and method of investigation. Chapter 3 presents the 75-language sample. These data, analyzed in Chapter 4, revealed several cross-language regularities: (1) high nasal vowels lower, (2) low nasal vowels raise, (3) mid non-contextual nasal vowels lower, (4) mid back contextual nasal vowels raise, and (5) mid front contextual nasal vowels lower (exception: if nasalization affects the height of front and back contextual nasal vowels in a language, then both raise). Thus raising and lowering effects of vowel nasalization are distinguished by the interaction of vowel height, backness, and context.

The phonetic research studied the role of acoustic perceptual factors in the explanation of the phonological patterns. The experiment reported in Chapter 5 investigated the acoustic characteristics of oral [i e æ a o u] and nasal [ĩ ẽ æ̃ ã õ ũ] tokens produced by English, Turkish, Hindi, and Igbo speakers. Computer-implemented spectral analysis of 880 vowels generally did not yield consistent oral-nasal differences in first formant peak frequency. Yet there were consistent oral-nasal differences in the frequency of the center of the first spectrally prominent region. This frequency or centroid (computed by determining the center frequency of the area under a spectral curve) was generally higher for [ĩ ẽ] than for [i e], lower for [æ̃ ã õ] than for [æ a o], and roughly the same for [ũ] and [u]. These oral-nasal centroid differences in most cases correlated well with the phonological data.

## CLASSICAL AND MODERN VIEWS OF THE FIGURES OF SPEECH: ANCIENT THEORY AND MODERN MANIFESTATIONS

Order No. DA8308229

BRADFORD, ANNETTE NORRIS, PH.D. *Rensselaer Polytechnic Institute*, 1982. 386pp. Adviser: S. Michael Halloran

Evident since rhetoric's first codification in ancient Greece are three progressively more spacious traditions in the study of figures of speech: the prescriptive which had definition of structure as its goal and offered handbook advice to the novice speaker; the poetic which had analysis of effect as its goal and concentrated on advice to the would-be critic; and the philosophical which had understanding of function as its goal and addressed its advice to anyone wishing to understand the intricacies of language.

All three traditions survive today, and their considerations are evident in divergent modern areas of inquiry. Science finds the figures useful in modeling, expanding language through "catachresis," and in making scientific diction more comprehensible. Modern philosophy is concerned with the ways in which figures either confound or enhance the ability of language to express scientific and

philosophical theory. Psychology finds figures useful for patients and therapists to use in modeling problems and solutions. Sociologists analyze "frozen figures" because they represent fossilized bits of past thought and because, in the most pervasive function attributed to figures, they actually *shape* thought. The "new rhetoric" is concerned with figures as instruments of social analysis and understanding. Developmental psycholinguistics explores the role of figures in language acquisition. Psycholinguistic and reading researchers study the ways in which figures aid the comprehensibility and memorability.

In the twentieth century, the term "figure" is in danger of being overextended, but greater awareness of the rhetorical heritage of figures could serve as a guide to modern researchers.

## A THEORY OF THE NEURAL CODING OF PITCH

Order No. DA8306995

COHEN, JORDAN RIAN, PH.D. *The University of Connecticut*, 1982. 123pp.

A theory of pitch is proposed in which a linear ear model interacts with nonlinear neural processing. The theory predicts that the pitch of a harmonic signal is related to the fundamental frequency, but is modified by the rate of change of amplitude. A computational algorithm is developed, and several psychophysical experiments are simulated.

The predictions of the theory are examined for the case where a signal increases or decreases in amplitude. A series of psychophysical experiments are conducted in which this theory is tested directly. The existing hypothesis explaining patterning in tonogenesis as due to fundamental frequency perturbations is reconsidered, and the argument is demonstrated to be stronger when pitch, rather than fundamental frequency, is treated as the signal of interest.

## THE EFFECT OF DEVELOPMENTAL- AND INTERACTIVE-BASED TEACHING STRATEGIES ON THE ACQUISITION AND GENERALIZATION OF VOCABULARY IN YOUNG DEVELOPMENTALLY DELAYED CHILDREN

Order No. DA8226963

CONN-POWERS, MICHAEL CLARE, PH.D. *The University of Wisconsin - Madison*, 1982. 183pp. Supervisor: Associate Professor Lisbeth J. Vincent

A group of instructional strategies, reflecting the developmental and social-interactive characteristics of young children, were presented as an alternative to instructional procedures typically used in direct teaching and/or behavioral models. It was hypothesized that these procedures would be effective in facilitating the acquisition and generalization (response and stimulus) of new vocabulary in young children who were developmentally delayed. In addition, the proficiency with which student teachers learned to implement these procedures was also examined. After an initial assessment of language skills, five developmentally-delayed children, ranging in age from 2.5 years to 3.5 years, were taught to comprehend and produce four new vocabulary words, while another group of four vocabulary words acted as a control (not explicitly taught). Instruction occurred for 15 minutes a day, three-four times a week for approximately four weeks. Results indicated that the student teachers were able to implement the instructional procedures being investigated, although their performance was generally below the criteria levels established. However, in spite of the student teachers' performance, results indicated that the children significantly produced and comprehended the four vocabulary words targeted for instruction more often than the control group of vocabulary. In addition, the children's comprehension and production of the trained vocabulary generalized across more than one semantic category and pragmatic function. Language performance also generalized from the training context to the child's regular classroom. These findings were interpreted as providing support for the effectiveness of instructional strategies generated from a developmental-interactive approach to learning.

## A METACRITIQUE OF KENNETH BURKE'S ONTOLOGICAL, EPISTEMOLOGICAL, AND AXIOLOGICAL DRAMATISTIC SYSTEM: A STUDY OF A TRANSPLANTED PERSPECTIVE

Order No. DA8305329

FRY, VIRGINIA HENRY, PH.D. *The Ohio State University*, 1982. 189pp. Adviser: Professor William Brown

This investigation was posed as an inquiry into the process of inter-disciplinary borrowing through which Kenneth Burke's view of rhetorical communication was translated and legitimized into rhetorical scholarship. This study isolated the Burkean Dramatistic system at two points in time: (1) its initial introduction into the rhetorical scholarship of the 1950's by Marie Hochmuth Nichols and Virginia Holland, and (2) the present quite different intellectual milieu. For the first interpreters of Burke, particular Burkean terms and methods gained their significance not from their position and coherence within an ontologically, epistemologically, and axiologically meaningful Dramatistic system but rather from their potential uses as "correctives" for the perceived inadequacies of the neo-Aristotelian monistic reliance on the historical method. Rather than replicating the earlier effort, a re-translation was posed as a meta-critical inquiry into the Dramatistic system from which the previous terms and methods were extracted. While rhetorical scholars previously borrowed particulars from Burke's Dramatism, an alternative rendering strived to identify the whole and to place the transplanted perspectives back into their original context, thus seeing them as part of a holistic Dramatistic structure having its own inherent logic and historicity.

From those varied approaches emerged two disparate understandings of the role rhetoric plays within a Dramatistically conceived world. Following Burke's lead in using the Pentad to identify the essential ratio which captured the meaning of other philosophies, this investigator employed a Pentadic analysis in a reflexive manner in order to illuminate the key Dramatistic element. Three lines of argument were primary: (1) whereas the earlier translation took as fundamental an agent-agency Pentadic meaning, this re-translation identified an essential scene-act (Scientism-Dramatism) ratio; (2) because the prior interpretation failed to discern the disparate symbolic functioning of Rhetoric and Symbolic, it was unable to see that, for Burke, Rhetoric operates more as an energy of permanence than as an agent of change; and (3) the potential value of this retranslation is grounded in the scenic similarities between Burke's context of inquiry and the present practice of rhetorical scholarship.

## THE SEMANTICS OF DEFINITE AND INDEFINITE NOUN PHRASES

Order No. DA8229562

HEIM, IRENE ROSWITHA, PH.D. *University of Massachusetts*, 1982. 426pp. Director: Professor Barbara Partee

Logical semanticists have standardly analyzed definite and indefinite descriptions as quantifiers, and definite pronouns as variables. This dissertation explores an alternative analysis, according to which all definites and indefinites are quantifier-free, i.e., consist of an essential free variable and the descriptive predicate (if any). For instance, "A cat arrived" is analyzed as "cat(x) & arrived(x)." The existential force that such sentences carry in their unembedded (and some of their embedded) uses is attributed not to the indefinite article, but to principles that govern the interpretation of variables in general.

The primary motivation for this variable-analysis is that is leads to a straightforward account of indefinites serving as antecedents for pronouns outside their scope, as in the so-called "donkey sentences." These are handled by combining the variable analysis of indefinites with a treatment of quantifiers as basically unselective, drawing on work by David Lewis.

Since a variable analysis of both definites and indefinites prima facie obliterates the distinctions between the two, it must be accompanied by a new theory of the definite-indefinite contrast. This theory must account for the different conditions under which definites and indefinites can get bound, and for the exclusive capacity of definites for deixis and anaphora. All these differences can be predicted if the uniform semantic analysis of definites and indefinites is supplemented by suitable assumptions about their contrasting felicity conditions (presuppositions): Felicitous definites must be "familiar" variables, felicitous indefinites must be "novel" variables.

Familiarity may be a matter of having an antecedent in the text, or

else of having a contextually salient referent. The underlying concept of familiarity that unites these two cases is best captured in an enriched semantic theory, which includes a further level of analysis, here called the "file" level. A major part of the dissertation is devoted to developing and motivating such a theory of "file change semantics," and to making precise its relation to conventional truth-conditional semantics.

## A COMPUTATIONAL MODEL OF LANGUAGE ACQUISITION IN THE TWO-YEAR-OLD

Order No. DA8229563

Hill, Jane Anne Collins, Ph.D. *University of Massachusetts*, 1982. 291pp. Director: Professor Michael A. Arbib

The model here described embodies an interdisciplinary research approach which attempts to synthesize the psychological theories of Piaget with the linguistic data available on language acquisition, and which makes use of insights gleaned from A.I. learning systems. The model is a repetition and response model in that it produces child-like repetition or responses of adult input sentences. The hypotheses which the model explores are that the child selects his examples from the input data available to him according to the salience of the data for him, and that he projects classes for words based on his own capacity for word use. Rather than starting with word classes of noun, verb, and adjective, as many models do, this model is given no data on word classification. The model forms a multitude of word classes which depend on the input data. The model seeks templates for sentences gleaned from word use in the input data. As a research approach the model assumes as little as possible to be innate, and tries to isolate and make careful note of that knowledge which it is forced to build in. The model can be said to be goal driven which reflects the belief that the child is highly motivated to achieve his goal of communicating.

## THE INTERPRETATION OF DEFINITE AND INDEFINITE DESCRIPTIONS

Holmback, Heather Kristine, Ph.D. *University of Southern California*, 1982. Chairman: Professor John Hawkins

The literature in linguistics and philosophy covering definite and indefinite descriptions in English includes many different ambiguities or distinctions in the type of reference exhibited by these expressions. In this dissertation the distinctions are reanalyzed and reduced to three general, non-overlapping distinctions concerning the possible reference types of these descriptions. Each of these is then analyzed as to whether it is a semantic, grammatical distinction or whether it can be entirely explained by pragmatic principles.

The difference between semantics and pragmatics and criteria for analyzing the semantic/pragmatic status of a given aspect of the interpretation of some linguistic expression are presented, using the sense of "semantics" in which it refers to the invariant, grammatical aspects of the interpretation of some sentence or linguistic expression and "pragmatics" in which it refers to the varying, inferred, or derived extra-grammatical aspects of interpretation.

It is concluded that there is one referential distinction (the "fixed/variable" distinction which captures traditional ambiguities such as relative scope, specific vs. non-specific reference, specific vs. generic reference, transparent vs. opaque readings) which is semantic and must be included in the grammatical semantic representation of a generative transformational model of English. A semantic mechanism accounting for this distinction is then sketched in the general framework of Government-Binding theory. The other two general referential distinctions are not to be represented on the grammatical level of semantic structure, rather, these interpretations are shown to arise due to pragmatic principles and inferences and extra-grammatical information.

An important role in determining the various readings that arise in the interpretation of definite and indefinite descriptions is given to the abstract, invariant, "semantic" meaning (present in all occurrences) of the articles themselves. From the structures produced by the semantic mechanism accounting for the fixed/variable distinction and the invariant meaning of the articles (which together comprise the

## A STUDY OF ABSOLUTE PHRASES IN ENGLISH WITHIN THE GOVERNMENT BINDING FRAMEWORK

Order No. DA8305015

Ishihara, Roberta Lynn, Ph.D. *University of California, San Diego*, 1982. 224pp. Chairman: Professor S.-Y. Kuroda

In a language like English which has been so highly developed from the point of view of theoretical linguistics, the investigation of new data presents many challenges. Most importantly, it facilitates the testing of a given theory, both with respect to its descriptive power, and with respect to the predictions it makes in areas which may have been previously inaccessible because of the lack of unequivocal data. With respect to the Government Binding Theory (GBT) of Chomsky (1981a), the study of the relatively unexplored data of absolute phrases in English proves to be very revealing.

The underlying syntactic structure that is proposed for absolute phrases is supported by arguments based upon Case-marking and binding phenomena within the GBT. Differences between absolute phrases and superficially similar gerundive PPs are argued to be attributable to the distinct D-structures proposed for each type of construction.

As a result of positing the proposed D-structure for absolute phrases, striking similarities between absolute phrases introduced by *with* and infinitival clauses introduced by *for* emerge. These similarities lead to the hypothesis that absolute *with*, like infinitival *for*, is a prepositional complementizer.

An additional set of data, that of clausal pied piping, is introduced and is shown to support this hypothesis. A proposal made by Nanni and Stillings (1978) regarding a subset of such data is reformulated in GBT terms, thereby necessitating an investigation into the Logical Form (LF) component of the grammar. A unique account of the LF derivation of pied piping constructions is proposed, which produces LF representations which differ from the type that is usually implicitly assumed in GBT work. As a result, the restrictions on clausal pied piping can be stated at the LF level. The reformulated proposal of Nanni and Stillings is argued to follow from general principles of the GBT. It is proposed that a constraint similar to the Specified Subject Constraint (Chomsky 1973) is needed in the LF component of the grammar. Finally, because of considerations of redundancy, it is concluded that this restriction is optimally stated as a condition of A-binding.

## THE ONSET OF STRUCTURED DISCOURSE: A DEVELOPMENTAL STUDY OF THE ACQUISITION OF LANGUAGE

Order No. DA8228285

Landahl, Karen Louise, Ph.D. *Brown University*, 1982. 851pp.

The speech produced by three children during their second year of life is analyzed with regard to their approach in creating collocations. Collocations are sequences of words structured in a meaningful relationship which can be interpreted as an adult-like sentence or sentence fragment. It is argued that each child used a different strategy for producing collocations in speech. These are designated as The Gestalt Strategy (first identified by Professor Ann Peters), The Successive Approximation Strategy and The Single-Word Strategy. In the Gestalt Strategy the child's utterances imitate the prosodic structure of adult sentences and may contain both empty filler syllables and words. These utterances may be developed into closer approximations of adult sentences through repetition and imitation. In the Successive Approximation Strategy the child experiments with the structure of a collocation and its constituents during the course of its production, altering segments, words and the order of elements in the collocation. In the Single-Word Approach collocations are based on formulaic patterns with variable and constant positions. Different collocations are created by substituting words in the variable positions. Evidence for these strategies is cited from corpora of three children's speech based on samples of their conversational interaction with adults audio-recorded at 1 year of age, 1 year 3 months, 1 year 6 months, 1 year 8 months, 1 year 9 months, and 2 years.

## RESTRICTIVE MODIFICATION: RELATIVE CLAUSES AND ADVERBS

Order No. DA8306688

LARSON, RICHARD KURTH, PH.D. *The University of Wisconsin - Madison*, 1983. 460pp. Supervisor: Robin Cooper

Similarities in behavior between nominal and verbal modifiers are not uncommon in world languages. In English, for example, there are important parallels between nominal and verbal modifiers; certain classes of syntactic objects such as prepositional phrases and *wh*-clauses function in both of these capacities. Moreover, in a number of languages there is a construction consisting of a main clause and a sister-adjoined subordinate clause in which the latter can function both as a restrictive relative modifier for some main clause nominal, and as an adverbial modifier of the main clause. This study examines the question of what properties adverbials and relative clauses must share such that natural language semantics is able to generalize across them. After showing the difficulties which this matter raises for some theories of nominal and verbal modification, I present an approach to the question within the recently-developed framework of Situation Semantics. The central notion of this framework is "situation", conceived of as a spatio-temporally situated partial model of the world. Within Situation Semantics sentences describe (sets of) situations and nominal elements are interpreted with respect (sets of) situations. In this study the common aspect in nominal and verbal modification is captured in terms of "situation restriction". Relative clauses are analyzed as restricting the sets of facts that hold in the situation in which their associated NPs are evaluated, and space-time adverbs are analyzed as restricting the locations of the situations which their associated verbal elements describe. I show that such an approach sheds light on a number of important syntactic and semantic properties of these constructions, such as why certain classes of nominals reject restrictive relative clauses and why space-time adverbs exhibit the syntactic freedom of occurrence which we observe. Moreover I demonstrate that with this Situation Semantics analysis it is possible to give a simple and fully compositional account of adjoined clauses in an Australian aboriginal language, Warlpiri, which generalizes across many of the readings observed for this structure.

## QUANTIFYING LINGUISTIC INFORMATION IN CHILD LANGUAGE ACQUISITION

LEVINE, MARILYN M. GORDON, PH.D. *The University of Wisconsin - Milwaukee*, 1982. Supervisor: Professor Frank Besag

For this study, a theoretical model of child language acquisition and production is presented based on a conceptual model of speech communication articulated by Lee D. Erman in the *Newsletter* of the Special Interest Group on Artifical Intelligence of the Association for Computing Machinery (No. 56, February 1976, p. 9):

"1. The purpose of a speech utterance is to transmit information from the speaker to the listener.

"2. The speaker starts with some deep semantic representation of the message. Several kinds of transformations are applied to this representation (syntactic, linguistic, phonological, neurological, articulatory, acoustic, etc.). The result is an acoustic signal.

"3. The acoustic signal is detected by the listener. The listener applies transformations which are similar (though inverse) to those of the speaker, the result is some semantic representation for the listener."

In this view, the child is an information processor working with various kinds and levels of information. Information, quantitatively defined by Claude E. Shannon as $-\Sigma p_i \log_2 p_i$, can be considered the "stuff" to be measured. Using data from one child, sampled at three-week intervals during the language learning period 12 months to 21 months, a measure of the amount of information processed is given. The amount is measured using two units: bits and points. Bits measure the amount of decision-making involved as a function of the number of decisions required to work with a particular set of symbols, while points measure the accumulated information created by using those symbols.

## A COMPARISON OF THE EFFECT OF TWO TYPES OF LANGUAGE DEVELOPMENT PROGRAMS ON KINDERGARTEN AND RECEPTION CLASS CHILDREN IN SELECTED AMERICAN AND BRITISH SCHOOL DISTRICTS

Order No. DA8301805

MCPHERSON, JANE ANN, PH.D. *University of Oregon*, 1982. 173pp. Adviser: Dr. Edna P. DeHaven

The purpose of this study was to compare the effect of language learning programs and the development of linguistic abilities in kindergarten and reception class children in selected British and American classrooms. The following questions were posed: (1) Is there a difference in kindergarten and reception class children's oral language competency? (2) Is there a difference in kindergarten and reception class children's concepts about print? (3) Is there a difference in kindergarten and reception class children's writing competency? (4) Is there a difference in kindergarten and reception class children's knowledge of story structure? and (5) Is there a difference in kindergarten and reception class children's level of reading development?

The study consisted of 110 kindergarten and reception class children from selected schools in America and England. The sample included four kindergarten and nine reception classes. Similarity of intellectual maturity and socioeconomic status between the two groups was determined by the Goodenough-Harris Drawing Test and the revised Minnesota Occupational Rating Scale. Data relative to the research questions were obtained through the administration of five assessment measures: the Concepts About Print "Sand" Test, average number of words per communication unit, Analysis of Writing Skills, Story Structure Checklist, and the Ginn 720 Informal Reading Inventory.

Data were analyzed using analysis of variance and covariances procedures. The findings indicated that (1) there was no significant difference between American kindergarten and British reception class children's oral language competency, (2) British children scored significantly higher than American children on the Concepts About Print "Sand" Test, (3) British children scored significantly higher than American children on the Analysis of Writing Skills Test, (4) American children scored significantly higher than British children on the Story Structure Checklist, and (5) there was no significant difference in British and American children's reading development as measured by the IRI.

Conclusions drawn from this study indicated that an integrated language arts program improved children's linguistic awareness and writing competency. In addition, the data showed that American children in a specific skills program and British children in an integrated language arts program are in fact receiving instruction that results in skill development.

## AN INVESTIGATION INTO THE INTERRELATIONSHIP BETWEEN THE POETIC AND TRANSACTIONAL MODES OF LANGUAGE FUNCTION: A QUASI-EXPERIMENTAL STUDY

Order No. DA8301594

MESKIN, LESLIE KANTOR, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1982. 273pp. Chairperson: Robert P. Parker, Jr.

The purpose of this study is twofold: (1) to hypothesize a relationship among the modes of discourse and to offer a new theoretical construct to explain the philosophical basis, (2) to offer empirical evidence for the hypothesis that writing abilities in the poetic and transactional modes of discourse are interrelated; i.e., that instructed practice in writing in the poetic mode leads to improvement in writing ability in the transactional mode.

This research employs a quasi-experimental design (Campbell and Stanley, 1963). Two experimental and two control groups (N = 60) were used in two different school systems. In the experimental groups, students wrote in only the poetic mode, and in the control groups they wrote in the transactional mode. Pre- and post-study samples of writing were collected and evaluated according to three independent measures (Pianko's Evaluative Criteria for Marking Extended Discourse, Holistic General Impression marking, and T-Unit analysis) by a group of readers. The results were analyzed using a one-way analysis of variance and a Kolmogorov-Smirnov non-parametric sample test (Hull and Nie, 1979; Marascuilo, 1977).

Evidence was found in secondary English classes to support a developmental relationship among the modes of written discourse. The results showed a significant gain by the experimental group over the control group on two of the three measures used for evaluating the pre- and post-tests. This evidence supports the hypothesis and indicates that there is a better strategy for the teaching of writing than the traditional method.

## 'SHARING TIME': CHILDREN'S NARRATIVE STYLES AND DIFFERENTIAL ACCESS TO LITERACY

Order No. DA8300588

MICHAELS, SARAH ANN, PH.D. *University of California, Berkeley*, 1982. 220pp.

Discourse-oriented activities in classrooms that generate extended conversational exchanges of a somewhat formal nature between child and teacher serve as a potentially rich practice ground for the development of literate discourse strategies, bridging the gap between the oral discourse competence the child brings from home and the acquisition of discourse features required in writing. This study is a descriptive analysis of one such activity, "sharing time" (also called "show & tell" in some classrooms), in an integrated first grade classroom. The study integrates two separate methodologies: ethnographic observation and conversational analysis of representative samples of sharing time turns. This approach to classroom interaction is described in detail and a selective ethnography of the classroom is provided.

The study of sharing time includes: (1) an ethnographic account of sharing time as a speech event, indicating participant structures, norms, rights and obligations for speaking; (2) a detailed characterization of the discourse styles used by the children during sharing time; (3) an analysis of the teacher's notions of what counts as "good" sharing; (4) conversational analysis of collaborative interaction between teacher and child during sharing time; (5) an analysis of experimentally elicited descriptive narratives from the same children; and (6) a case study of one child's experience at sharing time and throughout her first three years of school.

This study suggests that children from different cultural backgrounds come to school with different styles and interpretive conventions for using narrative discourse for conversational purposes. With children whose discourse style matches the teacher's own literate style and expectations, collaboration is highly successful. The teacher's questions are rhythmically synchronized and generate more focused and explicit discourse. For these children, sharing time serves as an *oral preparation for literacy*. With children who do not share the teacher's narrative style, collaboration is far less successful, often resulting in asynchronous exchanges and misinterpretation of intent. Over time, this kind of disharmonious interaction may adversely affect school performance and evaluation.

This study attempts to document the systematic nature of conversational matches and mismatches, and examines the effects of ethnic differences in discourse style on teacher/child collaboration in a key literacy-related activity.

## SPEAKING WITH STYLE: LANGUAGE VARIATION IN GRADUATE STUDENTS

Order No. DA8300834

MURRAY, THOMAS EDWARD, PH.D. *Indiana University*, 1982. 205pp.

This dissertation is an empirical study in the contextual stylistic variation of graduate students in the Department of English at Indiana University. A brief, representative review of the literature shows that all earlier studies of oral stylistic variation can be characterized as either (1) intuitionistic and anecdotal, (2) centered on "forced" or "created" contexts, (3) limited and narrow in scope, or, in a few isolated cases, (4) a combination of "natural" contexts and empirical methods. After the present research is identified as a member of this last category, a discussion of methodology is undertaken, and it is argued, first, that past "random" methods of selecting informants often create more problems than they are reputed to resolve, and second, that using friends as informants obviates these problems and saves the researcher a great deal of valuable time and energy without necessarily sacrificing statistical reliability.

The data for this study consisted of the recorded speech of six informants (three male, three female) in the following six contexts: lecturing, presenting a seminar report, leading a class discussion (as teacher), conferring with a student, talking informally with the researcher, and chatting at a party. A structural analysis of the data revealed that the following eleven variables varied significantly among the six contexts: (1) (ing), (2) NEG-contraction, (3) active/passive constructions, (4) passive GET versus BE, (5) syntactic complexity, (6) nominal/verbal styles of speech, (7) tempo, (8) taboo words, (9) conjunctive adverbs, (10) noun adjuncts, and (11) mono-/multisyllabic words. After a discussion of how these variables are related to styles of speech, certain independent variables (e.g., change of topic, change of addressee, and entrance of a third party into the vicinity of the conversation) and their effects on style-shifting were also considered. The homogeneity of the data (both among the speech of the six informants and among the six contexts) was then explained as a function of interpersonal and role relationships.

Finally, some applications of the findings of this study are suggested (e.g., as an aid to teaching English to speakers of other languages), problems that could not be overcome are indicated, and some suggestions for further research are given.

## PERCEPTUAL AND PSYCHOLOGICAL CONCEPTS IN CHILDREN'S UNDERSTANDING OF PREDICATIVE VERSUS PROPORTIONAL METAPHORS: A DEVELOPMENTAL INVESTIGATION

Order No. DA8310777

NIPPOLD, MARILYN ADRIENNE, PH.D. *Purdue University*, 1982. 156pp. Major Professor: Laurence B. Leonard

Although children's understanding of figurative language has been extensively investigated, particularly since the mid 1970's, several unresolved issues became apparent from a review of the literature in this area. Two such controversies--the difficulty of predicative metaphors in relation to proportional and of perceptual in relation to psychological--served as the basis of the present investigation.

A multiple choice listening task was designed in which 7- and 9-year-olds (30 in each age group) were presented with four different types of metaphoric sentences: perceptual-predicative, psychological-predicative, perceptual-proportional, and psychological-proportional. After controlling for factors of memory and attention, syntactic structure, sentence length, semantic features, word recognition, and novelty of the stimuli, proportional metaphors proved to be significantly more difficult for the children to understand than predicative but perceptual did not differ from psychological in ease of understanding. Nine-year-olds demonstrated metaphoric understanding superior to that of 7-year-olds despite the fact that children of both ages were familiar with the underlying semantic features of the metaphors and recognized all topics and vehicles at a literal level. No significant interactions were found among any of the factors of age, syntax, or concept.

These results suggested several topics for future research including an exploration into the cognitive and syntactic factors that may be involved in children's understanding of various types of metaphors and in the refinements that occur in metaphoric understanding as a function of age. Close examination of the number and saliency of overlapping features of the topic and vehicle of a metaphor might also be informative in isolating the factors that contribute to ease of understanding. Immediate educational implications are related to the fact that although proportional metaphors proved to be significantly more difficult than predicative, even 7-year-olds were capable of dealing with proportional metaphors when the underlying concepts and vocabulary items were well understood by children of this age. This suggests that metaphors may be used successfully by teachers in expressing concepts to children of this age.

## THE STORY OF S OR EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT SIBILANTS BUT WERE AFRAID TO ASK

Order No. DA8307350

PENNINGTON, MARTHA CARSWELL, PH.D. *University of Pennsylvania*, 1982. 357pp. Supervisor: Dr. John G. Fought

The study is an investigation of the form and distribution of sibilants in and around Rome, Georgia. The phonetics and the phonological distribution of the sibilants are examined in detail within a larger context which includes phonetic, historical and comparative data on sibilance, retroflexion, palatalization and stop articulation. Sibilant distribution in this dialect is also looked at within the phonetic and phonological context of other features of Rome area speech, in particular, vowels, liquids (/l/ and /r/) and overall aspects of phonation, stress, syllabification and speaking rate. Sibilance and related features are examined from a sociological perspective as well, in an attempt to discover what types of expressive/affective meaning they can convey and what distributions occur under differing conditions of sex, age, socioeconomic status and speaking rate.

Through a survey of the literature and an analysis of tape recorded interviews, it is found that backing, opening and weakening in certain environments have produced shibilant apertures for original sibilants in the area under study. Affrication of sibilants is common after /l, n/. Stop articulation for /ɪ/ or loss of /ɪ/ occurs in internal preconsonantal position. Retroflexion of sibilants occurs following a strongly retroflexed /r/ as well as next to a retroflex vowel or a non-low central vowel. Two types of retroflexion occur: a forward, alveolar variety which is a status indicator for females and a prepalatal type, which, along with other types of backing, is expressive of local and rural identity and solidarity, particularly among males. The use of prepalatal retroflexion and other types of backing may be an expression of an American country-western image and so may be increasing in frequency as this image increases in popularity.

## MORPHOLOGICAL STRUCTURE AND LANGUAGE ACQUISITION

Order No. DA8229595

RANDALL, JANET W., PH.D. *University of Massachusetts*, 1982. 253pp. Director: Professor Thomas Roeper

This thesis investigates the system governing complex morphological forms in English and the way in which this system is acquired. Theories to account for constraints on the complementation of derived forms have been developed by Carlson and Roeper (1980) and Roeper (1981b). In elaborating and critiquing these theories, we are led to reconsider morphologically complex items in terms of the operations by which they are derived, and the "lexical level" at which each of these operations takes place. In addition, a principle of morphological "inheritance" is proposed. This principle determines when a derived form may inherit the complement structure of its base, given a defined measure of morphological "distance". Together, the theory of lexical levels and the Inheritance Principle account for the restrictions on complementation in derived forms.

The question of how formal linguistic systems are acquired is one which theories of language acquisition address; the second part of this thesis examines the morphological proposals in this context. We formulate a learning model which incorporates the Inheritance Principle and a particular theory of Universal Grammar for derived morphological forms. Given this model, we are able to predict the types of overgeneralizations that learners make and the way in which these overgeneralizations are dropped, i.e. how learners retreat from overly general rules, without access to negative data.

Systems which integrate linguistic theory, learnability models and empirical data about children's grammars allow us to develop theories of language in which issues raised by logical models and experimental findings can challenge and inform one another. This study is an effort toward this kind of integration.

## INTONATION CUES TO MANAGEMENT IN NATURAL CONVERSATION

Order No. DA8305389

SCHAFFER, DEBORAH BETH, PH.D. *The Ohio State University*, 1982. 290pp. Adviser: Professor Ilse Lehiste

Previous research into two aspects of conversational management, turn taking and topic development, has raised questions about the role of intonation in these processes. This dissertation attempts to determine (a) whether the intonation regularities observed in the production of these systems of conversation function as actual cues in their perception; (b) what differences in intonation and other auditory cues may exist in face-to-face (FF) vs. non-face-to-face (NFF) conversations, given the lack of visual cues in the latter; and (c) what a comparison of intonation cues to each management system might reveal about their relationship to each other and to other systems of organization (i.e. syntax).

A series of sixteen listening tests employed excerpts from two natural conversations, one FF and one NFF. One tape using normal, intelligible utterances, and one tape using filtered, unintelligible but prosodically intact versions of the same utterances were prepared for each conversation, resulting in a total of four tapes. Subjects were asked to make judgments for each utterance on a tape about either turn ends, turn beginnings, topic ends, or topic beginnings, based solely on the information available to them in each isolated test item.

The results underscore the extremely variable nature of conversational interaction, as well as the primary importance of lexical, syntactic and pragmatic information over intonation in turn and topic management. Intonation contours *do* contribute to judgments for turn and topic ends, especially rising intonation as a cue to questions. But falling intonation, plus the degree of $F_0$ change and the location of utterance endpoints in the speaker's $F_0$ range, were of minimal use in judging turn and topic beginnings *or* endings. This is surprising, given previous research, and reasons for it relating to the paragraph structure and syntax of various forms of speech are hypothesized. Considerable differences were also found for the variables contributing to NFF vs. FF results, but no consistent patterns were isolated. This finding suggests that *other* cues besides intonation (e.g. rhythm) were affecting listener's judgments, as was the lack here of other contextual cues present in normal conversation and the complex interaction of variables which must exist in any uncontrolled sample of speech.

## VOCAL CUES FOR IRONY IN ENGLISH

Order No. DA8300341

SCHAFFER, RACHEL RHODA, PH.D. *The Ohio State University*, 1982. 143pp. Adviser: Professor Ilse Lehiste

The term *irony* has two common meanings, one literary and one linguistic. In its linguistic sense, irony can be defined as saying one thing but meaning the "opposite" in some sense, whether semantically or pragmatically. The research reported in this dissertation is an investigation of the cues used by speakers and perceived by hearers as signaling irony, their relationship to cues for sarcasm, and the effects of filtering on the perception of both sets of cues.

A corpus of 84 utterances, some intended as ironic and some as literal by the talkers who produced them, was used in a series of eight experiments. The first two experiments found a wide variety of cues for irony, among them laughter, three different kinds of question intonation, different kinds of voice qualities, various pitch parameters, emphatic stress, pauses, and segmental lengthening. The next three experiments found that most of these were also effective markers of sarcasm, except for pauses and segmental lengthening, which were far less effective, and laughter and question intonation, which were more or less effective depending on the particular tokens and on the group of listeners. The last three experiments found that when the same 84 test tokens were filtered, subjects' irony and sarcasm judgements changed dramatically. Some cues, such as laughter, were lost entirely due to filtering while others lost their effectiveness because of lack of semantic information. On the other hand, tokens with wide pitch range and large variations in pitch were heard as more ironic and sarcastic in filtered speech regardless of their scores on the unfiltered tests. These findings illustrate the importance of semantic information, as just one kind of context, in evaluating irony and sarcasm in speech, and show that the most extreme cues or combinations of cues were the most effective indicators of the talkers' ironic intentions.

## DISCOURSE MARKERS: SEMANTIC RESOURCE FOR THE CONSTRUCTION OF CONVERSATION Order No. DA8307360

SCHIFFRIN, DEBORAH, PH.D. *University of Pennsylvania*, 1982. 484pp. Supervisor: William Labov

Discourse markers are utterance-initial elements which bracket units of spoken talk. Although they have multiple uses in everyday conversation which become apparent only through an analysis of the semantic and pragmatic characteristics of surrounding discourse, markers are also linguistic elements with syntactic and semantic properties of their own. The only marker with no sentential parallel is *well*; others are conjunctions (*and*, *but*, *so*), adverbs (*now*, *like*), and clauses (*I mean*, *y'know*).

The problem examined in this dissertation concerns the connection between the linguistic characteristics of markers and their use in conversation. More specifically, is referential meaning and sentential structure a resource for the use of linguistic elements in semantic and pragmatic realms of conversational discourse? Data used to examine this question are sociolinguistic interviews with lower-middle class Jews in Philadelphia.

The analysis combines methods of quantitative analysis developed in variation studies with qualitative approaches to the study of social interaction and conversation. The first section (Chapters 3-7) shows how markers help to build discourse structure, organize textual information, and construct conversation. The second section (Chapters 8, 9) focuses more narrowly on markers in narrative and argument. The restriction to markers in these two specific discourse genres shows their role first, in the sequential organization of such genres, and second, as part of more comprehensive verbal strategies through which expressive meanings and social actions are negotiated.

In conclusion (Chapter 10), the study shows that markers function on referential, social, and expressive levels of discourse, demonstrating (1) discourse cohesion results from the interplay among these three levels of meaning, (2) linguistic variation at the discourse level needs to incorporate semantic and pragmatic equivalences and differences as well as referential equivalences and differences.

## TEXTBUILDING CONVENTIONS AND PERSONAL STYLE IN ORAL COURTSHIP NARRATIVE Order No. DA8304594

SILBERSTEIN, SANDRA VALERIE, PH.D. *The University of Michigan*, 1982. 353pp. Chair: Alton L. Becker

The argument is made that in order to describe a single text, one must detail the narrative conventions within which a speaker chooses. This study begins with the oral courtship narrative of one speaker, Mrs. Blum, and reactions to it by those who do not share her cultural norms. In order to define her personal style, we are required to document the narrative conventions within which Mrs. Blum makes her narrative choices. Only then can we define her individual style: The systematic character of those choices, and her personal "ticks."

Drawing on the work of Bruno Bettelheim, narrative conventions are documented for fairy tales as an example of conventionalized romance, and as the first courtship stories that children hear. In order to document storytelling conventions along the parameters of gender, generation, and family, courtship stories were elicited, as part of oral history interviews, from all members of two multi-generational families. The families are similar in terms of socioeconomic class, geography, and educational background. One family is white Anglo-Saxon Protestant; the other is Jewish. Comparing and contrasting their stories, we suggest the existence of storytelling conventions along the parameters of gender, generation, and family, and posit narrative conventions rooted in the different traditions from which these families draw. It is suggested that Mrs. Blum makes her narrative choices from among these conventions. Further, listener reaction to Mrs. Blum's story seems to turn on the extent to which one shares demographic characteristics with Mrs. Blum and hence shares storytelling conventions.

The dissertation ends with a close reading of Mrs. Blum's text and a delineation of her personal style.

## RELATIVE *THAT* AND *AS*: A STUDY IN CATEGORY CHANGE Order No. DA8301124

SMITH, EVAN SHREEVE, PH.D. *Indiana University*, 1982. 199pp.

Syntactic categories are difficult to define; terminology is inconsistent, largely because of conflicting scholarly traditions and biases. Argumentation on category membership, often definitional, generally concerns internal structure and external distribution of words. Category membership may affect the formulation of grammatical rules. Category boundaries are ill-defined, so there exist intermediate or mixed categories, e.g., 'pronominal adverb.' A word can change category membership, e.g., from pronoun to complementizer. 'Complementizer' is defined and applied to relative *that* and *as*.

The diachrony of *that* is traced from its demonstrative origins to its intermediate pronominal-complementizer status in Old and Early Middle English to its complementizer status in Late Middle and Modern English. Primary and secondary sources help provide a description of the uses of Middle English *that* in constructions like *it that* and *which that*. *That* occurs in restrictive and non-restrictive clauses. As a relative marker and complementizer, *that* took over many of the functions of relative *þe* and coexisted with *wh*-relatives of interrogative origin.

The diachrony of dialectal relative *as* is discussed, using primary and secondary sources. Relative *as* is an adverbial complementizer in, e.g., *He's the man as did it* and *I don't know as I can do it*. Relative *as* derives from *eall swa* and comes into Early Middle English in 12th-century *such as*-constructions, often occurring with a stronger determiner. Parallels are drawn between *as* and *that* in e.g., *such* ___, Middle English *where* ___. *As that* also occurs. Ambiguous *all as* may have furthered the use of *as* in relative clauses, syntactically and semantically close to comparative clauses. Dialectal relative *as* provides a contrast to *that*, the general complementizer of Standard English.

A merger of diachrony and synchrony is encouraged, particularly in syntax, where, as in phonology, a dynamic component must be recognized. Change and variation in *that* and *as* call for such a dynamic analysis. This framework can accommodate the vague boundaries of syntactic categories, but important issues which challenge structuralist-generativist assumptions about language remain unresolved and therefore warrant further research.

## A NATURALISTIC STUDY OF TALK IN CLASSROOMS Order No. DA8311094

STOLL, EDWINA LUVERNE HINTON, PH.D. *The University of Utah*, 1983. 415pp. Chairman: James A. Anderson

This is a descriptive study of talk in classrooms. The focus is on discovering the characteristics of interactive talk among teachers and students. The background comes from the symbolic interactionist notions centering on the social nature of meaning and how individuals participate in a life-world through roles. The approach is by way of a naturalistic inquiry to discover meaning through joint acts. The methodology applied espouses: (a) the researcher becomes intimately familiar during data collection, (b) data are collected in an effort toward disciplined abstractions, (c) there is a focus on and description of the situation, and (d) there is a focus on the construction of action in the actual situation.

Data were gathered by a member/observer who took detailed field notes, drew representations of the placement of members and equipment, and audio tape-recorded forty-five hours of classroom talk in six public high schools. Interactive talk from the recorded classrooms was transcribed and matched with appropriate observer notes and classroom representations.

The analysis of data presents evidence in the form of coherently interpreted episodes of interactive talk to display constructs which comprise category parts of two descriptive categories. The category Teaching Moves contains interactions which happened around the subject matter content in the particular classroom. Teaching Moves are divided into the Profression of Content through Instructions and Explanations, and the Control of Members through Threats and Acknowledgments. The category Relating Moves contains interactions which happened around the members themselves. Relating Moves are divided into Personal Expressions which are found Within the Content being presented in the classroom and those which are seen as Member Accommodation. These two categories and their subsequent parts surfaced as the characteristic descriptors

of the classrooms observed and are seen as embedded and as a heuristic tool.

The results include final disciplined abstractions in the form of three conclusions drawn directly from the descriptive categories, a five part overview of high school classrooms in the 1980s and a rationale and suggestion for a teacher self-evaluation tool to assess personal effectiveness.

## THE USE OF LANGUAGE DURING SELECTED PRESCHOOL ACTIVITIES

WELDER, CARROL DIANE, PH.D. *University of Southern California*, 1982. Chairperson: Professor Margaret Smart

*Problem.* Since different types of activities develop different concepts and encourage differing uses of meaningful language, the major problem was to ascertain the type, according to the directive, interpretative, projective, and relational functions of Tough, and amount of language used by young children in classroom activities. Eleven questions were raised to determine the difference on the following selected variables and type of classroom activity: (1) type and number of children's speech acts, (2) type and number of children's speech acts among the classrooms, and (3) percentage of student talk and teacher talk.

*Procedure.* Six classrooms, each enrolling 15-18 preschool children aged 3.9-5.4 years, and their 6 teachers were the subjects. Data were gathered by means of videotapes, and randomly selected segments of child language were coded as speech acts and analyzed according to the 4 functions of Tough during the classroom activities of cooking, art media, and snack time. Statistical measures included t tests and analysis of variance.

*Findings.* (1) No significant differences were found in children's use of the language functions across activities. (2) No significant differences were found in total number of speech acts for the 3 activities. (3) Total speech act ratio of teacher to student ranged from 4:1 to 3:2, respectively. (4) There was a significant difference only in interpretative function across classrooms, not in directive, projective, or relational. (5) There was a significant difference in total number of children's speech acts among classrooms.

*Conclusions.* (1) Young children use language in similar ways during various activities. (2) Interpretative function accounts for the majority of child language. (3) Teachers and children differ in amount of language they use. (4) Preschool classrooms are similar in type of language elicited but differ in total number of children's speech acts.

*Recommendations.* (1) Preschools should provide a wide range of activities. (2) Multi-varied methods and activities should be implemented. (3) Research should analyze preschool activities to determine type and breadth of language stimulated. (4) Language analysis should be conducted in similar settings using other categorizations. (5) Different geographical and socioeconomic area preschools should be compared as to children's language use. (6) Experimental types of mini-projects or activities should be used to see if language usage differs.

## PERCEPTUAL EFFECTS OF PHONETIC MISMATCHES

Order No. DA8310590

WHALEN, DOUGLAS HARRY, PH.D. *Yale University*, 1982. 117pp.

The effects of coarticulation make it difficult to perceive small parts of a speech signal as single phones. While fricative noises are fairly identifiable as to the fricative produced, there are cues to the vowel in the friction and the fricative in the vocalic formant transitions. This dissertation examines the perceptual effects of such cues when they are made to conflict. In Chapter 2, diphthong percepts are shown to arise on occasion from the vowel information of a fricative when that information conflicts with the vowel itself. Chapters 3 and 4 examine the delaying effects of mismatched fricative transitions and vowel quality, first in phonetic judgments, then in a lexical decision task. Chapter 3 also included one experiment in which stop release bursts are mismatched with transitions. Throughout the dissertation, two views of speech perception are compared. The "disposing" view holds that each slice of the speech stream contributes its single piece of phonetic information and is forgotten. The "integrating" view holds that all cues over a fairly large stretch of time are taken into consideration. The results support an "integrating" view, in which listeners account for cues which are not strictly necessary for the identification of the phonetic string.

## HOW TO DO THINGS WITH LINGUISTICS, SEMIOTICS, SPEECH ACTS AND PHENOMENOLOGY; TEST THEORY AND THE ADOLESCENT READER

Order No. DA8228358

ZARCADOULAS, CHRISTINA, PH.D. *Brown University*, 1982. 321pp.

Curriculum approaches for English instruction on the secondary level have been designed for the student who can manage to read standard literary texts. The traditional secondary program has been an adapted college English model. The two educational models which have most consistently defined the secondary English program in the past century are the technological and transactional models of instruction. The first is characterized by the application of the scientific method to the development of specific skills in reading and writing. Skills are understood within this model as isolatable and poor student performance is met with remedial skill development. The second model is characterized by a reliance on the exploration that comes from dialogue instigated by reading literature and responding on both an individual and collective level. The technological and transactional models of instruction when applied to the secondary level student who is not a fluent reader and writer are ineffective. The thesis as stated in this paper is that, in order to meet the educational needs of the non-mainstream student on the secondary level, a model of English instruction must address the nature of texts and readers. Much of the process of learning on the secondary level takes place in student's reading and response to text. The thesis I present is that text theories taken from Linguistics, Semiotics, Speech Acts and reader response/phenomenology be embedded into a model of English instruction. This model should reveal to students the potential and various contexts in which the text and reader can be placed. I argue that text approaches as constructed from these theoretical models will provide learners with alternative approaches to text

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